

SAFETY

NOVEMBER 1958

Two Sections • Section One

Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS



THE SCHOOL DAY . . .

Bringing members on the national
stage and to the problems of the
school administrator. See page 21.

EDITOR'S NOTEBOOK . . .

Babies, one at a time, are beautiful. In small groups they are still charming. Enmasse, they add up to a headache for the school administrator.

It's not necessary to recount the national statistics on the post-war baby boom now over-flowing the school rooms of the nation. Most of these figures have already been set forth, most recently in connection with the White House Conference on Education scheduled for the end of this month. More important, national statistics are still not as startling to the individual administrator as is his local share of the problem . . . the specific number of students he must find school space for in his city, now and in the next few years.

There are two evident answers for the local administrator. He can, somehow, make do with current plants and playgrounds. Or he can construct new ones. The second answer seems easy until we realize it presents special problems of its own . . . as when, where, and how most efficiently and economically to build.

Naturally, we hope that however the school administrator meets his problems he will include safety in his planning. To make this easier, we present this month several examples of how safety has been engineered into new school premises in some cities . . . and of how it has been taken into consideration in localities where the teacher and administrator has had to continue with current facilities.

Specifically, this month SAFETY EDUCATION:

► Outlines planning for safety throughout a new school plant at Parma, Ohio, adding detailed information on how safety was built into the school's shop center.

► Views playgrounds from two angles . . . assuming, first, that you are taking an overall look at your play space with an eye to improvement and would appreciate some tips from the city of Philadelphia . . . assuming, second, that, as in one Detroit school, you are forced to adapt the same gym space to more students, still keep them all happy and safe.

► Takes up administrative problems connected with the growing school bus picture, publishing an up-to-date revision of Safety Education Data Sheet No. II.

► Discusses the additional questions of how much safety education, of why and how firearms safety should and might be added to your current curriculum, and of how to teach safety to new, foreign-born students.

► Points out how you can gain help with safety education from the same young people for whose security you are striving.

We hope that one or more of the practical solutions here outlined or indicated will give you some ideas on how to meet similar space and safety posers in your own community. If you have other and better answers, let us hear from you. We'll be glad to pass on your solutions to other administrators in future issues.

Alice M. Robison

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Contents of SAFETY EDUCATION are regularly listed in "Education Index."

SAFETY *Education*

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXV No. 3 Section One

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ON THE COVER

Indiana students return home at the end of the school day, find a faithful friend waiting for an after-hour romp. Picture from J. L. Lingo, Director of Traffic Safety, State of Indiana.



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Built with an eye to the future, Parma Senior High School, Parma, Ohio, is equipped to handle approximately 20,000 students by 1960. Secondary educational center of a rapidly expanding suburb of Cleveland, the school was dedicated in March of 1954, welcomed 11,000 students to its spacious halls and classrooms last September.

With so many students already attending and more expected to enroll in this school in the years ahead, building a safe as well as modern and efficient plant was an important consideration. The most beautiful school plant can be marred by student accidents. That's why Parma school authorities put safety planning second only to educational function, carried through all plans with an eye to the safety of students, teachers, and maintenance personnel.

The two articles beginning on these pages describe (first) special safety features in Parma's Industrial Education Center and (second) overall safety engineering throughout the new \$5,000,000 school plant. Here is what happens when architects, administrators, and teachers get together in

Planning

In the School Shops . . .



The Industrial Education center is a complete, separate wing of Parma High School. This scale model shows its floor plan, including location of equipment, benches, auxiliary facilities and aisleing.

By J. H. Detrick
Director of Industrial Education
Parma Senior High School

SOME features of the physical planning of a school shop are aimed at actual physical protection against the injury to the worker.

Others, due to location, arrangement, or instructional function, contribute to the psychological phase of the program—the development

of proper attitudes and behavior patterns. Any planning which contributes to a well-organized and desirable situation in the classroom is significant in the over-all safety program.

Planning for safety in the Industrial Education Center of Parma Senior High School has been a matter of developing the latter—stressing a thoughtful attitude and respect toward safety devices and safety programs, wherever they may be, in the shop, in the home, in the car—at work or play.

Architecture. Provision has been made for natural aisleing or traffic lanes set out where workers tend to move. Machines and work stations in general are laid out so the worker faces or can readily see and be aware of these traffic lanes. Areas of high hazard as well as traffic lanes are marked off to direct special attention to them.

Planning also included provision for ready access to fire fighting equipment adjoining each fire hazard area. Thus, there is an appropriate extinguisher or control device adjoining each fire hazard area in each shop.

Since all major shops might at some time use high-fire-hazard type of equipment (such as gas-operated furnaces, gas welding, gasoline engines, or spray painting), they were equipped with emergency wide door exits leading directly outside. Forge and foundry units are located in low traffic areas, closed in with fireproof glazed

(Please turn to pages 4 and 5, lower half)



A view of the Industrial Education Center gives an indication of functional, yet pleasing architecture of new \$5,000,000 Parma, Ohio, high school.

For Safety

In the School Building . . .

By Ben Krinsky

School Architect
Fulton, Krinsky, & Dela Motte

And W. M. Councell

Director of Business Affairs
Parma Public Schools

OF UTMOST concern to the architects, superintendent, and Board of Education in planning a school building as large as the Parma, Ohio, Senior High School, was the safety of the students, faculty, and members of the public who would use this building. Safety can only be achieved through careful and painstaking study of traffic flow and simplicity of design.

The solution to the problem was found in the proper grouping of the basic elements, integrating them into proper traffic flow of students through wide corridors, ample lobbies, and integrated departments.

The first floor contains all the large assembly areas, which must take care of crowds of people entering and leaving the school.

The gymnasium is situated on the north end of the building. It can be reached through three large lobbies or entrances, from the west, east, and north sides of the building. People

can flow into this area from the main approach on West 54th Street; or they can enter from the parking area on the east side.

Similarly, people can reach the auditorium or the little theater from the main avenue or parking lot. Separate lobbies and entrances permit the students or visitors access to these areas without passing through other parts of the school. And the physical education department is completely separated from the dramatic department, thus permitting two large groups to use the building at the same time without cross-flow of traffic.

The administration area is placed almost on the center line of the plan, a wing jutting out into the court. Only those having reasons for using, or working, in this part of the building need travel in this area. Traffic flow within the office section is further simplified by having a minor corridor within the office suite.

A large cafeteria is located almost in the center of the entire plan. A sidewalk passageway cutting directly across the court eliminates the necessity of students walking through the long corridors on their way to the cafeteria.

On the second floor are located the classrooms, commercial department, science departments, library, and study halls. This may be termed the "quiet area" of the building, since even the typewriters have sound absorbing features! Acoustically treated ceilings, quiet linoleum.

(Please turn to pages 4 and 5, at top)

Planning for Safety—In the School Building (Cont. from page 3)

leum-covered floors and soft colors help to influence attitudes of relaxation and calmness, hence greater safety and increased study. Throughout the main travel areas non-slip material is embedded in the terrazzo floor. Stair treads, platforms and landings are of non-slip terrazzo as well.

Ceramic glazed tile walls were installed to insure cleanliness, and bullnose tile was used at all corners to avoid injury to students. Linoleum floors reduce fatigue. Large aluminum double-hung windows give ample daylight. Fluorescent fixtures of the four-tube type, two rows to each classroom, fill the darkest days with artificial sunshine.

There are no "dead-end" corridors or "pockets" in the school. Every corridor leads to a stairway or directly to main exit doors. The building is fireproof throughout. Reinforced concrete floors with wall bearing construction was used. The acoustic tile ceilings are of incombustible fiberglass material. The door frames are combination metal bucks filled solid with concrete. The only burnable materials are the furniture and oak doors.

This huge plant, 199,297 sq. ft. in area, is of brick and reinforced concrete construction, part two-story in design, with two large single-story wings. The building has 104 outside doors.

Four clinic rooms are located throughout the

Planning for Safety—In the School Shops (Cont. from page 2)

steel partitions to eliminate traffic, retain supervision ease. Acetylene welding stations are located in low traffic areas but not closed in.

The auxiliary rooms for each shop unit (such as the tool room, project storage, materials storage, instructor's office, and toilet) required mostly artificial lighting, were laid out along the corridor wall and provided with non-glare incandescent lighting units. The instructor's office is equipped with well-diffused fluorescent light. The planning center, which is also laid out along the corridor wall for reasons of maximum usage and convenience, has a combination of specially-designed skylighting for natural light and louvred fluorescent fixtures for artificial light. The manipulative area in each shop unit is laid out so it does not exceed 30 feet in depth from the outside window wall, which provides window area equal to one-third the floor area. *All work areas are provided with a minimum of 100 foot candles of light.*

Floors are usually a compromise in the shop; a variety of work means different requirements. Concrete was selected for the basic shop flooring because it is fireproof and easily maintained. To provide protection against slipping in areas where oil might be spilled on the floor, silica is added to the floor paint. Appropriately located drains in transportation and machine shops facilitate frequent washing down with detergents, etc. Areas in front of machines are equipped with special mats for safety and comfort to the operator.

Adequate ventilation and exhaust facilities are provided in the areas where undesirable or dangerous fumes are produced. In the transportation shop, the exhaust system for the engines is capable of carrying away the rich gasoline vapors present. Spray painting areas are all closed in with fireproof glazed steel partitions and equipped with individual exhaust units and explosion proof lighting and power supply. Dust collection in the wood and pattern shop is achieved by a duct system installed in the floor, which is connected to a cyclone unit and bin on the roof.

The steps leading to balconies are constructed of steel, with normal risers and treads on the steps. They also have a strong safety rail and adequate natural and artificial lighting is provided. Steps are of the open grill work type so litter cannot accumulate on them.

A standard color code for marking portable and moving objects, electrical components, protruding parts, first aid and fire fighting equipment is used in all shops.

Electrical. The power supply, in addition to providing the desired safety features, should be adequate for all present and contemplated future needs. Major power distribution panels for each shop are located in the tool room so they can be locked up and are not too accessible to students. A magnetic remote control switch for all power used on machines and wall receptacles is then placed in a centrally located spot in the shop within easy reach of students and instruc-

building. Additional safety equipment distributed over the area consists of eight first-aid kits, 37 fire alarm bells, 44 fire alarm boxes, 19 hose cabinets and 34 fire extinguishers. Automatically controlled fire doors shut off the heating plant from all other parts of the building.

Safety measures were taken for the people who service and maintain this structure as well. Due to the 720-foot length of the school, the property drops off about 15 feet. This means that breaks occur twice in the first floor elevation. To insure safety for maintenance crews, separate service areas are provided at each change in elevation, eliminating the necessity of hauling equipment, pails, buckets, etc., from one level to another.

The boiler room is practically free of the

building, although it is centrally located. Boiler controls are fully automatic.

Much thought to the planning of the school parking lot and play areas was given by superintendent of Parma schools Carl C. Byers, with W. M. Councill, business manager. Parking lots were planned in cooperation with the local police traffic department. Asphalt pavement was used throughout.

Recently, a visiting school board asked Parma Senior High School's principal, William Bassett, if he found it difficult to move students about in this school. He replied that it was much easier to schedule classes in this structure than in one of a smaller size that had not taken the correlation of departments and functions into consideration.

tor. In the event of an emergency, all power except lights can be cut off quickly by pushing one button. The power circuit can be reset only by the instructor.

A liberal distribution of both 110 volt and 220 V. three-phase outlets at intervals of eight feet on all walls, with trolley ducts and buss ducts overhead, avoid any need for using long hook-up cords, even with portable equipment.

The desired flexibility for floor feeders of electricity for machines and benches was accomplished by installing a flush three-quarter-inch inside-threaded conduit 90 degree elbow at eight-foot intervals the long way of a floor and on five-foot centers across the room. These elbows are connected by means of a conduit to a raceway duct flush with the floor at the end of the shop nearest the power panel. Machines and benches can then be installed in almost any conceivable arrangement, a conduit will be there to make any electrical hook-up desired, and there are no stubs extending above the floor. Only the conduits needed for a given setup are used and the balance are capped off with a regular plug which screws in flush with the floor. Condulets with suitable receptacles are installed on each conduit being used, so the respective machine or bench circuit can be disconnected completely by the removal of a plug from the receptacle. All electrical circuits are fused or equipped with breakers rated close to the normal load on the circuit to provide the desirable safety factor.

Motors rated at $\frac{1}{4}$ H. P. or above are not op-

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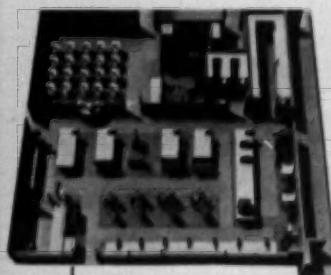


Top: A planning center, looking toward display case, instructor's office and manipulative area. Below: Hood over foundry furnace removes undesirable fumes and heat.

erated on lighting circuits. All machines involving motors of more than $\frac{1}{4}$ H. P. have a disconnect switch installed within easy reach of the operator.

A suitable ground is provided for each electrically-operated machine.

Equipment Selection. The degree to which a piece of equipment is adaptable to the situation



Scale model shows information and planning center, as well as instructor's office, work area and storage room of metal shop at Parma High.

A safety inspection check list for the school shop has been prepared by the Joint Safety Committee of the American Vocational Association and the National Safety Council and published by the National Safety Council.

The list tells how a safety inspection should be made in the school shop, and includes from one to 26 questions about safety in each of nine units: general physical condition, housekeeping, equipment, electrical installation, gas, personal protection, instruction, accident records and first aid.

The list has been sent by the School and College division, National Safety Council, to teacher training institutions throughout the United States and to state departments of education. Single copies may be obtained free of charge by writing the School and College Division, National Safety Council, 425 North Michigan Avenue, Chicago 10, Illinois. Additional copies may be purchased for a small fee.

in which it is to be used involves several considerations. A machine that is too big is likely to frighten a student so that he may become the victim of a "scare" accident. In equipment selection, the size or capacity, power and complexity of a machine is kept in line with the maturity of the student who is to use it. If a machine is to be used continuously through each day, special attention is given to see that the machine selected is "heavy duty" but not necessarily bigger than suggested by these standards.

Each major non-portable machine has a disconnect switch mounted in a convenient place on the machine where it is not likely to be acci-

dently turned "on" or "off."

Guards are checked so that they do not interfere with the various machine processes, that they work freely, and are sufficiently rigid that reasonable pressure against them will not push them into the moving parts.

Portable drills over one-quarter inch capacity are required to have safety trigger switches which automatically turn the machine off if the finger pressure on the switch is released. Shearing tools must have a guard so located as to prevent getting fingers under the shear. The mechanism for holding the knives in jointer, shaper, and surfacer cutting heads must be simple and foolproof. Moving parts are guarded wherever possible so clothing will not get caught.

Administration. The most vital part of planning for safety is the human element. A training program covering general safety practices around the shop is necessary at the outset of each school year. It is initiated jointly by the instructors and a shop foreman organization which is made up of responsible students who have displayed leadership ability. A series of training sessions are conducted by professional personnel from industry, civic agencies, etc. whenever possible. While these training sessions are progressing, the students are planning their projects. When the time comes for the students to move out into the shop on manipulative work, instructors, aided by shop foremen, stage training sessions with the respective class groups, complete with demonstrations. This is followed in each group class with the development of a "Safety Check List" which is to be made on the equipment each period before it can be used.

A "Code of Safe Shop Practices" is developed to serve as a standard for student behavior and safety procedures. Each class is briefed repeatedly on what to do in the event of fire or accident. Each student is required to pass his safety tests with a satisfactory score before he is eligible to work in the shop. Later, when working in the shop, failure to observe the safety procedures results in his retaking the safety tests, with a 100 per cent performance and a mandatory grounding for the day. Repeated violations result in suspension.

A specific program of follow-up on goggles is a necessity to be assured of proper conditions and use of this equipment. Goggles are kept in the tool room or by the instructor and checked out to the student when needed. Students failing to wear them for the specified work are "grounded" with no machine privileges for

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How do we teach traffic safety to the foreign born . . . to those small refugees who enter our schools with little knowledge of English? Massachusetts Registry of Motor Vehicles solved this problem by following the suggestion of a Maryknoll nun. Now they teach

Traffic Safety in Eight Languages!



THEY print their safety rules in *eight* different languages!

That's the story in Massachusetts, where foreign-born children and their parents are learning and practicing the 13 basic "Registrar's Safety Rules" for pedestrian safety from small, pocket-sized cards printed in the language they speak.

The program of printing safety rules on cards is not new in Massachusetts. The small cards were distributed for years by the Massachusetts Registry of Motor Vehicles as an important part of an extensive school traffic safety program throughout the state. Up until 1950, they were printed only in English. In 1950, a Maryknoll teaching sister in a parochial school in Boston's Chinese district suggested a slight change in the cards. She said that it would be very helpful if, for her 600 Chinese elementary school pupils, the cards were printed in Chinese.

It was a new idea, one that *could* be difficult to work out, but motor vehicle officials finally agreed. When they set to work trying to translate the rules, according to William A. Reardon, chief supervisor of education and public relations for the Massachusetts Motor Vehicle Registry, they discovered that translating English into Chinese was no easy thing to do! The Chinese language is made up of many symbols,



Martin E. Morrill, research director, Massachusetts Registry of Motor Vehicles, is shown, left, with the Maryknoll teaching sister who first suggested foreign language cards, and some of her students.

and purchasing a Chinese typewriter was certainly not practical.

The Maryknoll sister who had suggested the plan saw their plight, offered to make the translations. Her fine, brush, Chinese writing was photographed, a zinc plate was made for the multilith machine, and the cards began rolling off the presses in quantity.

They distributed this Chinese translation to all the Chinese children in Massachusetts, and, as the card was pocket-sized, the children took it home to their parents. "This was the first time in the United States that a Chinese translation of the safe rules for walking was made available to the family circle," Reardon says.

Enthusiastic reports about the cards came in from schools and parents. A staff artist supplied a panel sketch for the tops of the cards to make them more attractive, and soon other translations were being put out—in French, Greek, Italian, Armenian, Yiddish and Polish. Motor vehicle officials passed them out not only to school children who had newly arrived in the United States from foreign lands, but also to American children of foreign-born parents.

The system was so successful that it has been continued. The cards have done a great service in providing information in their mother tongue for the thousands of new arrivals in Massachusetts from foreign countries, making them aware of the hazards of the highway and reducing accidents in this large group of new citizens.

"We can't wait for these people to learn English before we teach them how to be

(Please turn to page 39)



When It Comes to Playgrounds . . .

Are You Pennywise and Pound Foolish?

If you would protect children from accidents—and your school from lawsuits—take a look at your playground surfacing and equipment. Here a recreation expert outlines standards for Philadelphia, gives you some tips.

By Robert W. Crawford
*Recreation Commissioner
Department of Recreation
Philadelphia, Pa.*

Take a self-appointed tour of school playgrounds in your area. It's likely you'll find some are surfaced with macadam; at others, children play on the bare ground.

Notice the playground equipment. Is it shoddy, wooden, unsubstantial, or is it strong-looking, well anchored, safe?

Some major problems that have confronted school administrators for many years are: what type of surfacing of a playground area is the

most satisfactory? What kind of playground equipment should be installed in the school-yard? What playground surface is the most resilient—the least hazardous? What surface should be placed under apparatus? Do we know where the most accidents happen on a playground and what type of equipment is involved? Will proper surfacing under apparatus help reduce the severity and number of accidents?

These are questions that most administrators would like answered. At the same time, they must try to keep in proper perspective the initial installation costs and continuing maintenance overhead.

There is no question that many of the school-yards of America are drab, unattractive and not functionally developed for playground purposes. However, boards of education have an implied obligation to select the apparatus and the type of surface on playgrounds as much on the basis of safety as on functional use.

For years, most of us in recreation placed our apparatus on the ground. As a result, we would find concrete bases protruding, holes developing in the ground, and also a great amount of dust when children were playing. Finally many schools began hard-surfacing the entire school area, including that portion under the apparatus.

Experiments with different types of material used under apparatus have been made in a number of cities. One of the chief bases of evaluation is the resiliency of the material, the protection it gives when children fall.

Recently, I discussed the surfacing of areas under apparatus with technical experts from several large industries vitally concerned with this problem. None of them could give a satisfactory answer, but it was generally agreed that an asphaltic pavement is uniformly recommended for use in general play areas. This does not include the hardball, softball, and football fields, which should be turfed.

The design of the asphaltic or bituminous

surface depends on a number of factors and would vary in different parts of the country. Naturally, from a safety standpoint, the surface or topping must be smooth and fine-grained. In Philadelphia, the surface we use on the general play areas is a four-inch stone base course, or a two-inch bituminous concrete without seal coat to be laid on dry, clean inorganic fill compacted with a ten-ton roller so as to form a hard, firm sub-grade. These playground surfaces are specified by the city of Philadelphia.

Since the great preponderance of accidents on our areas occurs from children falling from apparatus such as swings, slides, and climbing equipment, however, it becomes a challenge to see how these accidents can be reduced and what type of surfacing under the apparatus will prove most helpful.

I have found that the bulk of our accidents from apparatus occur on those grounds where the equipment was installed over macadam or natural earth surfaces. The Philadelphia Claims Department, agency of the municipal government which handles all suits in payments of injuries to patrons that occur in recreational areas, contends that we are in a stronger position if we have a flexible surface under our apparatus. They inform me that most of our accident claims result from falling off apparatus.

Since we have not found a satisfactory hard surface that has the resiliency we desire, we have tried other surfacing under apparatus, such as tanbark, sand, shavings and sawdust. The two most successful are tanbark and sand, and we are using these under all apparatus presently being installed on playgrounds in the city of Philadelphia.

Both the sand and tanbark have disadvantages as well as advantages. They are expensive and take constant maintenance as well as frequent replacement. Yet, if you weigh these costs against loss of eyes, fractured skulls—even fatalities—it seems pennywise and pound foolish to ignore the question of proper resilient surfacing under apparatus.

Tanbark, if used in play equipment areas, must be raked, fluffed and leveled, especially under the immediate pressure areas of the equipment, to give it a quality of resilience and to prevent compaction. Weep holes, or other forms of drainage, must be kept open and the tanbark never permitted to become supersaturated with water. It is a good practice to replenish or replace tanbark before deterioration takes place.

When sand is chosen as a medium for equipment areas, the designer usually has a two-fold

purpose in mind: (1) the safety quality of soft sand, (2) additional use as a play area. Sand also requires raking for leveling and cleanliness, and tempering the sand with water in the area of the perimeter.

All areas and surfacing, regardless of their composition, must be kept clean and free of foreign matter, and clearly and properly defined for their respective functional uses. In many cases, color combinations add to the definition and clarity of the markings; however, this depends on individual taste and ingenuity.

In Philadelphia, we are using new types of playground equipment, creative play pieces, and sculptured equipment as well as designing new and imaginative types of equipment in addition to the commonly accepted types of playground apparatus. The equipment has been painted in a colorful way so that individuals can be more aware of moving objects.

We locate our equipment according to age groups; tot areas are set aside for the pre-school child; other areas are set aside for elementary school children. The equipment is contained, roughly, in an area 60 x 100 feet, the entire space is enclosed by an eight-to-ten-inch curb, and the area is filled with sand or tanbark. Both the sand as well as the tanbark areas must have daily maintenance to keep out broken glass and other objects which can prove dangerous to children running and jumping in this area.

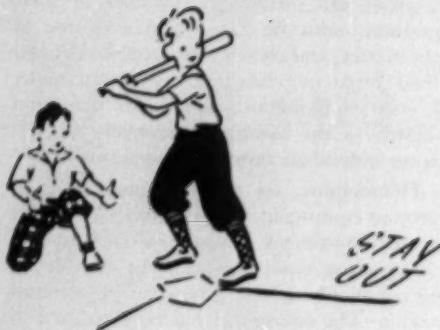
We owe it to our young people to continue to seek ways and means in which the limited play spaces now available can be developed to their full potential. With the proper equipment properly arranged and installed over resilient surfacing, there is no reason why the school grounds cannot become more exciting and at the same time make a greater contribution to the normal growth and development of boys and girls.

MICHIGAN PLAYGROUND SAFETY

Recently, Michigan appointed a special committee of educators to work on the subject of playground safety. The results of the work of this committee have been published in a new bulletin of the Michigan Department of Public Instruction, "School Playground Safety," which points out causes of playground accidents, suggests methods by which some may be eliminated.

State superintendent Clair L. Taylor has said the guide will assist community representatives, school professional staffs, and park and recreation department personnel in focusing attention on the need for safety on the playground, also will assist the community in local planning to meet safety needs. Subjects covered: selecting the site, surfacing, leadership and management, legal bases of liability, use of portable bleachers, and equipment specifications.

They Play It Safely



In Detroit's Pattengill Elementary School, safety is the watchword on both gym and playground—in spite of crowded conditions that give few feet of space for every student. Here is how one physical education teacher meets the problems of safety in his gym. His methods may help you to solve your play period problems.

By Peter Wolds

Physical Education Teacher
Pattengill Elementary School
Detroit, Michigan

THE gym is crowded, noisy. Children are playing. The teacher stands by, watching. Suddenly there is confusion among some of the children. A child has been hurt. The others gather around the injured child, and the physical education teacher hurries over to find out what has happened.

Threading his way through the children, he finds himself at the side of the injured boy, who has slowly risen to his feet and is now standing there, uncertain whether to cry or not.

"Larry tripped me," he says, with a rush of words. "I was just running around to the end of the line, and —"

Larry hangs back among the other children, waiting to be chastised.

"Where are you hurt?" asks the teacher, motioning children in other parts of the gym to go back to their games.

An inspection is made. The child limps back to the teacher's office with a twisted ankle. Larry is taken out of the game for the day, and the injured child is sent to the nurse.

Another school accident—another injury. This one is not serious—but many of them are!

Accidents in school gymnasiums and playgrounds account for 36 per cent of injuries to

school children while under school jurisdiction. Some say this is a natural place for accidents, as children, in more crowded conditions than usually exist in other parts of the school, are playing together strenuously. Certainly children have more opportunities to get hurt here than anywhere else in school. For that reason, physical education teachers must make safety and the development of safe habits and attitudes an important concern in working out their programs.

Today's overcrowding in schools makes the problem even more serious. Overcrowded classes are the biggest obstacles we have in teaching safety through physical education. At Pattengill Elementary School, in Detroit, some of the sections have from 30 to 40 pupils in them. When 60 to 80 children try to take part in activities in a space no larger than 40 feet by 75 feet, safety becomes a big problem.

We overcome this crowding with a well-planned, well-organized series of activities that fits in with age groups, skill levels and interests of the children. Proper attitudes of safety are instilled constantly with a consequent reduction in the number of accidents.

Everything in our gymnasium—even the floor markings and the minimum amount of moveable furniture we have—is planned to increase gym safety. All painted lines serve as boundaries for our activities. The lines are marked off in basketball pattern with circles in red at the free-throw line and in the center, a center line marked off in red, and black lines half way between the red center line and the sidelines.

Our large equipment box is placed on the sidelines and taken out of the way when a game is started. All the doors open out from the gym, so there is no danger that in a strenuous game a child might get hurt on a door which is standing open.

Much of our safety program in the physical education department at Pattengill has been handed down to us from teachers who have been there before. But with the new crowded conditions we find ourselves incorporating new rules, making changes in the old ones to add to accident prevention and the improvement of our physical education program.

Pattengill School is divided into two platoons. The Primary Platoon consists of first and second grade students. In the Upper Platoon we have the children from the third grade through the seventh grade. In each platoon we have an indoor, or gym, program, and an outdoor, or playground, program.

Because of our crowded classrooms, we find it necessary to have certain and specific ways of doing things—a list of rules that the children must adhere to if there are going to be a minimum of accidents.

The rules we have in the small gym program are exactly the same as those we teach in the large gym. The difference between the two programs can be found only in the simplicity of our direction and in the length of time we allow the younger children to organize their activities. This tends to eliminate the confusion that could arise in learning a new set of rules each time a child enters a higher grade.

At the beginning of the semester and frequently thereafter, we emphasize the following general safety rules:

- Students should use no apparatus unless under the supervision of an instructor.
- The use of street shoes in gym classes is prohibited except for special activities.
- Gym shoes should be fastened securely, laces shortened to prevent tripping.
- Children with glasses should remove them during physical education activities and place them in a safe place, if they can see all right without them. If they cannot see without their glasses, they should wear eyeglass guards or assist in scoring or officiating.
- Jewelry that might cause injury to self or others should be placed in street lockers before entering the gym.
- Pencils or other sharp objects should not

be placed behind the ear, in the hair, or in pockets. They too should be placed in street lockers before entering the gym.

► Pupils and leaders must help to assume the responsibility for the enforcement of safety rules.

► Careless, unorganized running from one place to another will not be tolerated.

There are nine major types of inside play at Pattengill: free play, squad games, mass games, relays, stunts, dance activities, sports, recreational activities and self-testing activities. Each activity has hazards of its own which children are led to recognize. Each has its own rules which children are taught when they first start playing the games, and which are reviewed periodically. These rules are important to an organized gym with a lot of children playing in it. Because by studying our indoor rules you may find some new ideas for safety in your gymnasium, here are a few of them, with the games in which they are used:

In relays, involving the use of teams, frequently large groups are playing. The safety rules in our gym for relays are as follows:

- Teams are placed far enough apart to prevent collisions.
- Runners must touch the red boundary line (near the wall) with their foot.
- The finish line is the black starting line behind which the next contestant is waiting for the tag off.
- Any player who touches a wall, falls down, or slides back to place disqualifies his team. Penalties are: possible expulsion from the game for the offense or losing a set number of turns for the entire team.
- When returning, the runner must pass on the right side of the next player.
- The players on inactive or waiting teams must keep feet and arms out of the passing lanes and stay in their own team lines.
- Anyone wanting to leave their place to speak to the teacher must stay outside the red lines.

Circle games, which also often require large groups, require the following safety rules:

- Players run counter-clockwise at all times.
- Only one player runs around at a time on each team.
- All other players must stand half a step inside the red circle.
- Players must not leave places during the games.

(Please turn to page 25)

"Medical science has made marvelous progress in the control of children's diseases. Through cooperative effort on basic safety education programs—programs planned with care, executed with skill and adequately financed—comparable progress would be made in combating accidents, the number one killer of children and youth. The schools provide a natural channel through which to attack this problem since they enroll more than 91 per cent of the nation's population between the ages of 5 and 17."

—Dr. Lowell B. Fisher
Vice President for Schools
and Colleges, NSC

The accidental death rate for children 5 to 14 years old was only 20.2 per 100,000 in 1954. No other age group even approximated this rate—the next lowest being 44.4 for persons 25 to 44 years old. However, it is in the 5 to 14 year group that the population is increasing most rapidly, and will continue to increase for several years. The present level of effort in the safety education field may push down the death rate a little more, but if the number of deaths is to be reduced despite a larger and larger population, more accident prevention work must be done.

The following example illustrates the problem: In 1951 the death rate was 23.5, so the 1954 rate of 20.2 represents a very satisfactory reduction of 14 per cent in 3 years. The death total in 1954, however, was 5,900, the same as in 1951.

School and College Conference: Research in all aspects of safety education stood out as the most urgent need in the survey conducted by the Conference last year. To implement this need, a study to determine specific research subjects is now under way. A committee of research specialists will suggest appropriate research procedures for several type subjects. The published report will be released as a joint project of the Center for Safety Education, New York University, and the School and College Conference.

Safety Education Supervisors Section: On its tenth anniversary this section has completed a status study of safety education supervision in the United States. This should point the way for improvement in supervision in the next decade.

Driver Education Section: National trends show an increase in the number and quality of state driver education associations, a continuation of teen-age traffic safety conferences, general upgrading of teacher preparation and certification, and an increase in number of states providing financial assistance for the course. The Section has assisted these developments wherever pos-



facts from the fight for life



sible. Membership has grown from 684 to 808 during the year; 12 of the 31 state associations are affiliated.

Higher Education: A survey of accidents to college students published in cooperation with the American College Health Association showed one student in nine was accidentally injured during the school year.

The number of institutions offering courses in safety for teachers was slightly increased; courses in Hawaii and Puerto Rico were added this year to reports from the 48 states and the District of Columbia. Institutions offering minors in safety education increased from nine in 1954 to 21 in 1955.

The Second National Conference on Campus Safety was held in cooperation with the University of Minnesota.

Consultation: During the 1954-55 school year more than 22,000 requests for safety information were answered. Staff members spent 148 working days in 31 cities of 21 states during the first seven months of 1955, assisting local, state and national safety education programs as illustrated by:

- ▶ Outlining of school safety program for California.
- ▶ Outlining safety program for American Industrial Arts Association.
- ▶ Participation in conference of organizations for revision of "Standard Rules for the Operation of School Safety Patrols."
- ▶ Participation in Southeastern Conference on Transportation.

School Transportation: One out of four of the total number of students enrolled in elementary and secondary schools is transported to school in a bus owned or contracted for by a board of education. To safeguard these pupils requires the combined efforts of school administrators,

The facts on these pages are quoted from the School and College section of THE FIGHT FOR LIFE, distributed last month to all delegates attending the 43rd National Safety Congress and Exposition in Chicago.

The annual report of the National Safety Council, this 44-page book contains full information on what is being done today to further the cause of safety in the home, at school, on the street and highway, on farms, in industry . . . in every area of human activity.

If you would like to read the complete story of the safety effort today, write the School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago, Illinois, and ask for THE FIGHT FOR LIFE. Your copy will reach you free of charge by return mail.

traffic and highway authorities, safety specialists, the motoring public and the pupils themselves. The Council's School Transportation Committee has contributed to school bus safety through participation in the "world's largest school bus driver institute" held in New Mexico, the preparation of data sheets on pupil passenger instruction and selected operating practices, and the release of a series of memos dealing with school bus accident records, state legislation requiring motorists to stop before passing school buses, state programs for school bus safety, minimum ages of school bus drivers and other matters. It is now investigating the special problems growing out of development of multiple-lane and limited access highways traversed by school buses.

School Plant: A statement of principles on responsibility for provisions of safety in school plants, approved a year ago by the Association of School Business Officials, is being revised for presentation to the National Council on Schoolhouse Construction. The validity of the statement is being reviewed by School Plant Planning Committee personnel, to bring the statement in line with a study now being made by the Schoolhousing Section of the U. S. Office of Education. The Committee is also developing a comparable statement on selection of safe school sites.

Local Chapters: To make our service to local chapters more efficient, a survey has been made of safety education in public, parochial, and private schools in chapter cities.



how much safety education?

We asked these educators:

Is safety education in your high school limited to the school shop and driver education classes? If not, where else in the curriculum do you bring in discussions of safety? Do you feel your methods have been effective?



Carl M. Diefenbach
Superintendent of Schools
Collingswood, New Jersey

I took your question to teachers in our various public schools. Briefly, here are some of their answers:

► From two home economics teachers: We teach safety in use of appliances . . . stoves, washers, dryer, sewing machine and irons.

► From a teacher of "social problems": In this class several days are devoted to a survey of problems of highway safety. Personal experiences, rather than textbook material, provide the medium to point up the privileges, obligations and dangers of and to individuals on the road.

► From a teacher of commercial law: We engage in detailed discussions of auto responsibility and insurance, with resultant interest by

students in driving safely. We also discuss various liability insurance policies, including in the discussion safety measures for home and industry.

► From a teacher of "American problems": I have discussed safety education as a problem of American democracy in my history classes on different occasions. It is frequently mentioned in connection with current events.

► From the mechanical drawing teacher: Every week we discuss safety with particular reference to the automobile.

► Says the librarian: We post safety posters in our junior and senior high schools.

► Says the physical education instructor: Safety is a vital part of our course. We've shown numerous films on this subject.

► And says the teacher of first aid: Any course in this subject provides many opportunities for lessons in safety . . . and we take full advantage of those opportunities.

From these statements you can see . . . many of our classes other than woodworking, general shop and driver education (all of which do

stress safety) include regular references to careful living. Additional areas in which safety discussion takes place include science classes, assemblies, athletic coaching, health classes, and school clubs . . . including the student cabinet. In fact, it is hard for me to think of any area

in our schools in which safety is not a matter of concern at one time or another. And while it is difficult to measure the effectiveness of these individual and collective contributions to safety education, we have reason to believe that our total program is effective.

F. Dale Smith

*Dir., Industrial Arts and Safety Education
Spokane Public Schools
Spokane, Washington*

Spokane public school administrators believe that safety education must be a part of many different curriculum areas if we are to develop the proper attitudes toward safe driving in our high school population. Some areas . . . such as industrial arts, driver education, home economics, and health, recreation and physical education . . . cannot be taught without due attention being paid to safety. But science,

mathematics, art and English courses also provide opportunity to do some work and thinking in the field of safety.

Our school system has used the Standard Student Accident Report forms and monthly summary for the last eight years. The monthly summaries are studied by each of the administrators having responsibilities in the different curriculum areas. The effectiveness of the program is best shown by the fact that accident frequency has been reduced each year. This decrease has been possible despite a sharp rise in school population during the last six years.



John E. Rogers
*Principal
High School of Charleston
Charleston, South Carolina*

Safety at our high school is not limited to shops and driver education classes. We stress it in all classes and phases of school life. Here are a few examples:

► In the cooking classes much time is spent on how to avoid burns from hot stoves. Use of asbestos gloves is stressed; so also is care of the hands so that they are not harmed by harsh soaps and powders.

► Sewing classes are instructed in safety in

the use of machines. This is important with the increasing use of machines in the home.

► In our chemistry lab about one half of the instructor's time is devoted to safety in the use of test tubes and chemicals. Safety is also stressed in our physics, biology and science labs.

► Lunch rooms are watched constantly to be sure students are not carrying trays loaded with hot food improperly.

► The school gym offers many practical opportunities for teaching safety. We stress use of different apparatus, the care of the body, proper conduct in showers . . . particularly since there are more accidents in shower rooms than on the football field.

In that, there is not a single activity here at our school that is not closely associated with safety education.

S-D DAY, 1955

An all-time high in public backing of a safety program is anticipated for S-D Day, 1955. Every state, every community, every social group and individual will be asked to participate in the program, designed, in the words of President Eisenhower, to "demonstrate that traffic accidents can be reduced when drivers and pedestrians fulfill their moral responsibilities for safety."

In announcing Thursday, December 1, as S-D Day, 1955, the President's Committee established the ten days starting November 21 for an intensive build-up program, the ten days following to a follow-up evaluation. The National Safety Council has agreed to support and aid the President's Committee in enlisting the widest possible participation in S-D (Safe Driving) Day.

An S-D Day program in your school is an invaluable opportunity to add to lessons of good citizenship. If you would like to supplement your community campaign or if you wish to conduct an S-D Day drive in your school, the National Safety Council can help you. A special S-D Day Operation Safety kit outlining a program for your school can be obtained by writing to: Operation Safety, National Safety Council, 425 No. Michigan Ave., Chicago 11, Illinois.

Include them in your plans and you will find that you can . . .

Work With Your Youth

Last summer the Louisiana Teen-Age Traffic Safety Council disbanded itself . . . and re-organized as The Louisiana Youth Council, Incorporated, with an expanded, more complete safety program. Here are the events leading to that moment.



Above: Looking in on a meeting of the Louisiana Youth Safety Council, Inc., is T. G. Holliman, rear, assistant supervisor of safety education for the Louisiana Department of Education. Left: Forrest Gaines, author of this article.

By Forrest Gaines
*State Supervisor, Safety Education
Louisiana State Department of Education*

SEVERAL years ago a state-wide conference was held in Colorado. It brought together representatives of high schools throughout that state, to sit and think together about the traffic problems of their state. These delegates were given an opportunity to discuss the various situations as they saw them, and to formulate plans which they might carry out to assist in solving the problems.

Now, as we look back on that first teen-age traffic safety conference, we can only say that it

must have been the spark that started a fire in the minds of many educators. The possibilities were above average; the results, while difficult to evaluate in every instance, have led to similar conferences in many states and cities.

In Louisiana, as elsewhere, the idea struck a resonant chord. The first Louisiana Teen-Age Traffic Safety Conference was held in November 1953, under the co-sponsorship of the state department of education and the College of Education of Louisiana State University. Sey-

eral state-wide groups interested in traffic safety cooperated fully, as did school administrators. Slightly less than 100 high school students who had completed high school driver education or who were enrolled in such a class at the time were brought together as delegates.

Adult participation in this conference was held to a minimum: appearance at the first general session. The remainder of the time was devoted to discussion by delegates. Each small group of 12 to 15 teen-agers elected its own chairman and recorder and had as its advisor a high school driver education instructor. Prob-

safety, plus the determination to make some worthwhile contribution to traffic safety programs within their own schools and communities.

A second conference on traffic safety was held the summer of 1954, co-sponsored by the same agencies, and with the assistance of the same cooperating groups. At the request of delegates, more time was made available for discussions in small groups. These groups reviewed the recommendations of the previous year's conference, reiterated the position of the earlier delegates, and added further recommendations. At the close of this conference, the group had become the Louisiana Teen-Age Traffic Safety Association, with a state constitution and with by-laws to govern their activities and to serve as a basis for development of local traffic safety organizations in the school and at the parish (county) level. During the past school year several local teen-age traffic safety organizations were organized, several parish-wide teen-age conferences were held, and delegates to the 1955 conference indicated their desire to develop still more local safety groups under the jurisdiction of the school.

The Louisiana Youth Safety Council, Incorporated

Purposes of Council

1. To develop an awareness on the part of all youth in Louisiana as to the seriousness of the accident problem.
2. To develop an appreciation of the necessity for cooperative planning and execution of a program of general safety activities among the youth in the secondary schools and colleges in Louisiana.
3. To encourage the development of a unified effort among Louisiana youth in surveying and analyzing the various accident problems in this state; and the development of appropriate programs which may result in a reduction of accidents from all causes.
4. To supplement with appropriate activities, the program of studies as is now, or which may be developed as a part of the curricular offerings in the secondary schools and colleges in Louisiana.
5. To encourage, and cooperate in, the development of appropriate youth safety organizations under the supervision of school administrators at the local and parish level; such organizations to be affiliated with this Corporation, as hereinafter provided.
6. To cooperate with official and non-official agencies, and other groups interested in the conservation of human life and a reduction of other losses from accidents.

lems were listed by delegates, discussions followed, and a summary of the group recommendations was prepared for presentation at the final general session. Many ideas were advanced, with some duplication apparent in the various group reports. But the delegates were able to arrive at a single report which served as their action program for the year. And they returned home with a different outlook toward traffic

Now you may ask: can we always depend on the high school youngster to follow through on assignments given him, to accept responsibility in connection with worthwhile safety activities? We most certainly can rely on these youngsters . . . with almost the same assurance that we can on adults, or perhaps with even a higher degree of certainty. As an individual the youngster is often just like his adult counterpart. Sometimes he will astound us by his enthusiasm, his bounding energy, and the unexpected high levels of achievement. Sometimes he may let us down . . . as have adults on many occasions. In general, most of us will agree that, with the proper guidance, with adequate support, and with an understanding outlook on desired results, high school youngsters as a group are eager, willing, and ready to work together to assist in solving some of the evils of accidents. With the fullest assurance of cooperation and confidence in their ability, they will work and will come through with banners flying high!

Here are several concrete examples. The 1955 Southern Safety Conference was held in New Orleans, one of the groups being the (combined) Home, School and Farm Section. In the past only a small number of adults ever attended this section. Because of the emphasis on development of leadership among youth, the entire program of this section this year was

(Please turn the page)

built around youth of the 13 states of the Southern Safety Conference.

Students from various states participated. Safety in the home was capably presented by officers of the Alabama Future Homemakers of America. Young men from the Louisiana Association of Future Farmers of America demonstrated proper safeguards in using mechanized farm equipment. Safe practices in use of electricity on the farm were covered by members of a Louisiana 4-H Club. Two youngsters from our state and a Florida youth discussed teenagers and traffic safety. Arkansas Future Business Leaders of America gave a very fine demonstration of office safety. Through a mock court scene, representatives of a New Orleans high school student council emphasized safety in the school. And there was more.

To emphasize each point, students used skits, demonstrations and other presentations. Over 1,000 students from the various states attended.

As a result of the fine turnout and interest shown by students at this conference, officers of the Louisiana Teen-Age Traffic Safety Association were invited into a meeting with their advisors and the advisability of expanding the youth safety program in Louisiana was discussed. The officers immediately gave their enthusiastic approval to plans later submitted to delegates to the Third Annual Conference of the Louisiana Teen-Age Traffic Safety Association. As a result, during the early part of that conference, these delegates dissolved their traffic safety association and adopted a full youth safety program in The Louisiana Youth Safety Council, Incorporated. The articles of incorporation of that group are set forth on these pages; they demonstrate the purposes of the new and larger organization.

Recommendations of what became the first Conference of the Louisiana Youth Safety Council include references to all phases of accident prevention. Only time will tell how many of these recommendations will be carried out, how successful this new endeavor will be. But one matter adult advisors have been agreed on from the outset: Louisiana youth will be given an opportunity to develop their full-scale program of accident prevention with proper guidance, full support, and assistance of interested groups . . . and it will be *their* program. For what we have seen thus far has already convinced us: *educators must not overlook nor underestimate the contributions and valuable support which can come from American youth to the overall safety education movement!*



By Stanley A. Mate

Training Section

National Rifle Association of America

THERE is much difference of opinion today about how firearms should be treated. A minority would legislate against the firearm itself. But most individuals in this field feel that attention should be focused instead on the person who owns or uses a gun. For numerous experiences have already demonstrated that where training is given in the safe use and handling of firearms, the accident rate, never large, is still further diminished.

For example, in 1949 the State of New York passed legislation requiring junior hunters seeking their first licenses to complete a course of safe hunter training. This program has been effective in several ways:

► The state fatality rate among hunters has been cut appreciably.

► The total accident rate in 1954 was smaller than it had been in 10 years . . . despite the fact that there were more licensed hunters than ever before in the history of the state.

► The state departments concerned with conservation, game fish, and kindred responsibilities have found added cooperation among the new generation of hunters—all of whom have had safe hunter training.

New Jersey has had a similar result with a law patterned after that of New York, and, altogether, nine states now have laws which approach the problem in much this same fashion . . . and with similar results.

Across the country the range of techniques used to teach firearm safety varies from classes organized and taught entirely by volunteer instructors to classes held entirely in the public schools. California, for example, uses both the public schools and volunteer instructors to teach its youth firearm safety, while New Hampshire

Your Target:

firearms safety education

teaches firearms safety in all its public schools.

You may ask: Isn't firearms safety training out of place in the school? It is not. The school is, in fact, the only medium through which virtually every child may get some information on the subject, at an age when it has a chance to do him the most good. Moreover, it is not enough to train only those who wish to apply for hunting licenses, since every child may be exposed to firearms at home. If you need proof: in 1953 about 40 per cent of the accidental firearms fatalities took place in homes.

The most important consideration in all firearm safety education is the creation of the habit of doing the right thing . . . the safe thing . . . with firearms. Certain safety precautions must become virtually automatic. Reactions to certain situations must become so schooled as to be almost reflex. However, many of these reactions are in the field of judgment and may prove difficult to teach.

Some instructors have found it necessary to forego the actual firing of rifles or shotguns in their firearms safety classes. Without question, lecture and demonstration in the safe use of firearms are valuable in bringing out the various basic rules, while the combination of lecture, demonstration, *handling and firing* is much better. In some cases, the use of air rifles, for which a simple and safe firing range may be easily improvised, can supply this experience of handling and firing. Still, your course in firearm safety need not attempt to make skilled marksmen of the students. Any attempt to develop an appreciable degree of marksmanship may be justified in relation to safety only because of the fact that ability to hit close to the mark means less stray bullets and less ricochets.

Where do you fit firearm safety into your curriculum? Many schools have discovered that these safety skills fit into conservation classes very well . . . and particularly so into the special classes taught in rural high schools (as, farm shop). Again, many of the skills related to athletics . . . coordination, muscle control, tim-

ing, quick identification . . . are necessary to the hunter and the recognized techniques for training high school athletes can be repeated in safety education for novice hunters.

There are two study areas into which firearms safety education divides itself rather naturally . . . the home and field (with the emphasis in the latter area on hunting.) Hazards which predominate in each of these areas will be better understood if taught in some semblance of realistic environment. In most schools a home economics demonstration room can be used to show methods of storing guns and ammunition, proper storage places, methods of handling. Field situations can be duplicated in connection with many types of scientific field trips. (They can even be duplicated on the school grounds so long as no firing is done.) School rifle ranges, when they exist, offer fine opportunity for instruction in firing. Otherwise, many local gun clubs have demonstration areas in which almost every ordinary hunting situation can be duplicated.

When planning your course, remember: the natural element of the hunter makes it useful, and even necessary, for him to know the woods, game identification, fire precautions, how to use a compass, first aid and at least the basic tricks of survival in the out-of-doors. You can find help with your planning . . . and perhaps even with your teaching . . . of this material from many sources. The local gun club, the coach of a nearby college rifle team, sportsmen in your area, and sporting goods stores in most cases will be most willing to make suggestions or give you actual assistance. Literature and films are available from the National Rifle Association of America; the Sporting Arms and Ammunition Manufacturers' Institute; individual arms manufacturers, and from state game and fish or conservation departments.●

Free Help For You . . .

The National Rifle Association has recently reprinted its *Firearms Safety Outline* in booklet form. The 10-page pamphlet gives you a basic organization for one or an entire series of lectures on this timely subject, lists other materials on firearms safety available from the same organization.

For your free copy of the presentation outline, write to: Training Section, National Rifle Association of America, 1600 Rhode Island Ave., N. W., Washington 6, D. C.

In Wooster, Ohio . . .



RADIO Reinforces Safety Education

A PROGRAM which inspires boys and girls of all school ages to write down their thoughts about safety is progressing successfully in Wooster, Ohio, thanks to WWST, a radio station in that city.

The community-wide program, "Operation Safety," is put on for an entire month each year by WWST. There are daily special programs by local safety authorities and law enforcement officials, transcribed safety programs, driver education discussions and safety spot announcements.

An important part of "Operation Safety" is the safety essay contest, open to all school-age children in Wooster and the four counties which lie in its immediate area. In the three years that the essay contest has been promoted, boys and girls have entered approximately 1,000 essays on safety.

The program is a valuable extension of Wooster's school safety education, and school superintendents are enthusiastic about it. The radio station, too, is pleased at the results of giving Wooster boys and girls an opportunity to express their ideas about safety.

In many schools in Wooster, the month-long "Operation Safety" program has been integrated actively into the school safety education program. Some schools have sent their driver education classes to WWST studios to present discussion programs over the air. Many English

teachers made writing the essays a special or additional writing project. County superintendents in all four counties heartily endorsed the promotion.

All entries to the contest are sent in by the schools, and at the present time, there are no limits to the number of essays that any school can enter in the contest. Prizes of scholarship money, gold medals, certificates of award, and a large trophy are given to the winners. The best of the essays are read over WWST, and in many schools they are read before the student body, also.

Nancy Darbyshire, of Central High School, in Wadsworth, Ohio, was the winner of first prize in the high school division last year. She started out: "Are you a bad risk as a driver? Are your driving habits like those of Cecil the Egotist, Cornelius the Show-Off, Hulda the Rationalizer, or Otto the Thwarted?"

She goes on to describe Cecil as "self-centered, like a baby. In his opinion the whole world should revolve around him. Cecil thought that others must watch out for him when he was turning from the wrong lane, or cutting in and demanding the right-of-way" . . . until he met Cornelius.

Nancy goes on to create a clever learning situation with all of these characters, in which she concludes: "If you observe closely, you may find a Cecil, a Cornelius, or Hulda, or an Otto in your community. You yourself may be like one of these people."

The personal biography of a retreaded tire is told by Joe Arpad, also from Central High School, Wadsworth, Ohio. The tire is worn out, casings cut, bare in spots. But its biggest problem is Johnny, the owner's son.

Not all of the essays concern traffic safety. An overloaded socket is the subject of the third prize winner, entitled "Spark of Life . . . or Death."

Participation in the safety essay contest is rapidly growing, so much so that entries may have to be limited from each school in the future. More and more schools have been making the "Operation Safety" program a big event, encouraging students to take part. There is no doubt that getting students thinking about safety, looking up the accident facts themselves and using their ingenuity and ideas to tell a safety message, is valuable to the development of safe attitudes.

And working together, radio and schools have gained a new feeling of cooperation that can spread over into other areas.

school bus safety:

Administrative Problems

**safety
education
data sheet
no. 11 (revised)**



General Data:

1. More than 138,000 buses are engaged in transporting nearly 8,500,000 pupils to the schools of the nation according to the 1954 Annual Inventory of Traffic Safety Activities.

2. This means that: about 29 per cent of all students enrolled in public elementary and secondary schools are transported to school in buses owned or contracted for by boards of education; that between four and five per cent of the total public school budget is expended on school transportation; and that in some years as high as 80 per cent of the total output of all bus manufacturers goes into school service.

3. The present extent of school transportation, and its continuing expansion, indicates the need for a general review of some of the major problems now confronting those responsible for safety in this operation. Some of these problems are outlined here, although the general solutions to them may not yet have been worked out. In the meantime attention is directed to some possible temporary measures for meeting these problems.

4. Other school transportation matters have

been discussed, or will be discussed, in data sheets dealing in greater detail with selected problems, such as Safety Education Data Sheet No. 63, SCHOOL BUS SAFETY: EDUCATING PUPIL PASSENGERS.

School Bus Accident Data

5. One of the few sources of school bus accident data are the reports from states in the Annual Inventory of Traffic Safety Activities. In 1954, 37 of 47 reporting states submitted comparable accident data sufficient in detail for inclusion in a general summary. These 37 states operated 106,826 vehicles and transported 6,432,768 pupils.

6. These 37 states reported a grand total of 4,454 accidents in the year 1954 . . . accidents involving school buses and their passengers and school bus passengers crossing highways after alighting from buses or to board them. These 4,454 accidents resulted in 35 deaths—19 of them to pupils, two to individuals other than pupils who were riding in school buses, two to school bus drivers and 12 to the drivers or passengers of vehicles involved in collisions with school buses. Only eight of the fatal accidents to pupils were to pupils aboard buses. The remainder (11 out of 19) were to pupils crossing highways to board or after alighting from buses, a problem of pupil transportation separate from school bus operation. Also in these



**NATIONAL SAFETY COUNCIL
425 N. MICHIGAN AVE., CHICAGO 11, ILL.**

accidents there were non-fatal injuries to 1,625 individuals; 1,104 of these were to pupils, 10 to others riding in buses, 58 to school bus drivers and 453 to drivers or passengers of vehicles involved in collisions with school buses.

7. The 12 states whose accident reports were not sufficiently complete for inclusion in the above summary operated 32,548 buses in the transportation of 2,048,141 pupils. Partial reports from six of these 12 states indicated that they had suffered 11 fatal and 336 non-fatal accidents to pupil passengers.

8. Completeness of accident reporting is not a universal characteristic of school bus operations, as doubtless is true of other types of motor vehicle operations. The motor vehicle accident summaries issued annually by state accident records bureaus do not, in every case, include data on school bus accidents. Bureau officials in some of these states maintain that the total number of school bus accidents occurring in a year makes up such a small percentage of the total number of motor vehicle accidents that it is uneconomical to spend state bureau staff time on the collection of data on school bus accidents.

9. In some states school bus accident data are gathered by both accident records bureaus and state departments of education; in others by the state department of education only.

10. However, there have been instances where school bus accident summaries from state departments of education did not tally with the summaries received from traffic accident records bureaus. In some cases the total number of accidents reported exceeded the total number reported by traffic authorities. In other cases the reverse was true. One explanation: varying definitions of a "reportable accident." A school official, for example, might require a report on an accident involving a child who had a bus door slammed on his finger—a type of accident on which traffic authorities would not gather information. Another explanation is the apparent failure of some school administrators to impress upon school bus operators the fact that the use of a special school bus accident report form does not relieve drivers from also filing traffic accident reports with traffic authorities as required by the state motor vehicle code.

11. School bus accident data seem most complete and reliable where collected by both accident records and education departments and utilized by both departments. Excellent annual summaries of school bus accidents are issued by state departments of education whose transportation directors have arranged to receive photostatic copies of all school bus traffic accidents reported to accident records bureaus.

Long Recognized Safety Problems in School Transportation

12. As school transportation has developed, increased attention has been given to certain problems confronting those responsible for the safety of children transported to school by bus. Major long recognized problems are:

- a. Safe vehicles: All buses in school service should meet, if not exceed, current standards as found in **MINIMUM STANDARDS FOR SCHOOL BUSES, 1954 REVISED EDITION**. Reports indicate observance of these standards is required in 42 states; recommended in three.
- b. Sufficient number of vehicles: Prior to World War II references to the necessity of providing "a seat for every child" appeared frequently in school transportation literature. Scarcity of vehicles during the war made this aim impractical and, in some states, it has not been re-established during the post war period . . . as is indicated by the existence of permissive, stated overloads, i.e., a load in excess of the manufacturer's rated capacity of the vehicle.
- c. Vehicles maintained in a safe operating condition at all times: This involves complete inspections by trained personnel at least annually (now required in 39 states and recommended in seven), daily checks by operators of such items as brakes, provision and use of adequate maintenance facilities, and the prompt removal from service of any vehicle found to be in an unsafe operating condition.
- d. Competent drivers: Applicants for positions as school bus drivers should:
 - 1) be required to take a complete pre-employment and regular annual medical examinations.
 - 2) be trained prior to entry into service.
 - 3) receive on-the-job supervision to the extent necessary to maintain a high standard of efficiency and safety.
 - 4) In-service re-training also is desirable.

- 5) the complete training program should include instruction in vehicle operation and prevention maintenance as well as such essential items as the handling of pupil passengers and means of cooperation with parents.
- e. Safe operating or transit practices: These should cover speed of the vehicle while transporting pupils, definite plans to be put into operation if a bus breaks down on the highway, other pertinent items.
- f. Pupil passenger instruction: This is outlined in Safety Education Data Sheet 63.
- g. General traffic law enforcement: The enforcement of traffic laws long has been recognized as having a direct bearing on the safety of pupils transported to school by bus since strong traffic law enforcement influences the conduct of both the school bus operator and other motorists on the highway.

New or Changing Safety Problems in School Transportation

13. As school transportation grows, some new safety problems present themselves; some old, long-recognized problems take on new significance. Some of these are:

- a. "Distance limitations" for determining the extent of pupil transportation within a school administrative unit. For many years this criteria seemed to be entirely satisfactory, so much so that in many states laws specify that transportation should be provided only to pupils living outside a specified radius—such as two miles from the school in which the pupils were enrolled. With increasing frequency the wisdom of such legislation is being questioned, often by parents of children living *within* the prescribed radius and thus required to walk to school, often along state and national highways carrying a heavy volume of high speed traffic. Irrespective of any future accepted "distance limitations" it is essential that pupil pedestrians enroute to school, or to a bus stop, be given whatever specific instruction is necessary to aid them in coping with the traffic situation.
- b. Extended use of school buses: Today school buses are used on many types of trips in addition to those to and from school. Utilization of buses on educa-

tional tours, athletic trips, etc., introduces the need for special safeguards to protect pupils and drivers alike traveling through unfamiliar areas. Pre-trip planning for safety is essential and should be participated in by school administration, adults who will serve as trip chaperones, driver, parents, and student leaders. A consensus should be reached on such items as the maximum vehicle speed to be permitted throughout the trip, number of hours an operator will drive during one day, etc.

- c. The development of multiple-lane and limited access highways: This development in highway construction already has resulted in changes in the Uniform Vehicle Code recommendation that all vehicles approaching school buses stopped to take on or discharge passengers be required to come to a full stop before passing such school buses. In approximately one-half of the states special provisions have been written into law relieving motorists traversing some specified lanes of multiple-lane highways from responsibility for stopping for school buses traveling in the opposite direction. Some of these laws are somewhat complex and none of them seems to solve the entire problem. To illustrate: in one state motorists using any lane of a set of lanes, and traveling in the opposite direction from which a school bus is traveling on another set of lanes, are not required to stop for a school bus stopped to take on or discharge passengers *providing* the two sets of lanes are separated by a medial strip at least 20 feet in width.

This law thus takes care of one problem. It prevents a stopped school bus from interrupting the flow of vehicular traffic on portions of a highway that may, in actual fact, be a considerable distance from that portion of the highway on which a bus has stopped. It is not equally clear, however, that this law solves a second problem—that of safeguarding school bus passengers who must cross the *entire* highway.

It would seem desirable to re-route buses to eliminate the maximum number of such crossings.

- d. The general increase in the volume of vehicular traffic throughout the country points to the need for a continuous re-

view of all school bus routes and careful selection of "loading zones" at which pupils enter or leave buses. All loading and unloading locations must be clearly visible to on-coming traffic and all school bus drivers must give adequate notice of their intention to stop.

- e. Increased traffic volumes and frequency of stops: The frequency with which buses are permitted to stop needs careful consideration. Several factors and points of view merit attention. Some traffic enforcement officers feel that a bus should not be permitted to make a second stop until it has been passed by all motorists whose travel was halted by a previous stop of the school bus. Some of these officers suggest an increase in the distance pupils are required to walk in order to reach a school bus loading zone. However, parents of some children affected feel that the heavier the traffic, the more frequent should be the school bus stops in order to keep to a minimum the distance pupils are required to walk along heavily traveled highways.

Such problems can be resolved only through cooperative action by all.

- f. Transporting pupils into urban centers: At the outset, school transportation was almost exclusively rural. Currently more and more buses are bringing children to schools in urban centers—hence giving rise to new problems. In general, the Stop Law applies only upon highways "outside of business or residence district(s)." This may create situations confusing to children.

Re-location of loading zones may solve this problem in many cases; care by the driver, plus education of the pupil passenger, is necessary in all cases.

- g. Transportation of the handicapped: As school buses serve more schools, they must of necessity serve more types of pupils, some of whom present special problems. In at least one state, vehicle adaptations have been made to conform to the requirements of the handicapped, permitting, for example, the loading of wheelchairs. Little information on the

subject is available, however, probably because transportation of the handicapped in many parts of the country is limited to urban areas and provided by taxicab.

- h. Special buses in residential areas: "School" transportation by a commercial concern transporting pupils for a fee is *not school transportation*, but may be so viewed by parents. It is essential that these operators be required to meet standards established for regular school transportation.

General School Transportation Policies

14. Safety and economy are the most important general aims of school transportation. To attain these within any school administrative unit there should be established a basic pattern for the over-all administration of school transportation. A desirable pattern may include—

- a. The acceptance of primary responsibility for school transportation by boards and administrators of all schools.
- b. The recognition of the responsibility of licensing, enforcement and highway administrators of all schools.
- c. The initiation and maintenance of cooperative working relationships between all agencies sharing legal responsibility for school transportation.
- d. The enactment of general enabling legislation authorizing educational, licensing, enforcement and highway officials to take whatever specific action is necessary to provide safe, efficient transportation.
- e. The provision by state departments of education of technical assistance to local school units.
- f. The exercise by the state department of education of supervisory control vested in the department by statutes and regulations.
- g. The provision by local school administration of both supervisory and operating personnel.
- h. The procurement of parental and public support of vehicular standards, driver requirements, pupil passenger control and other specific phases of the program.

● *This and 64 other data sheets on various safety education subjects are available for a small fee from the School and College Division, National Safety Council, Chicago.*

They Play It Safely

(Cont. from page 11)



Because younger children are more apt to respond to an "imagination stimulus," in the lower elementary grades the basic rules or circle games are approached in a different way:

- We always obey traffic rules.
- We are driving our cars on one way streets.
- Make sure no traffic is coming before starting to drive.
- Try not to bump into other cars.
- The drum or piano is the traffic signal. When it stops playing we stop our cars.

In sideline games, there are only three rules to remember:

- All children must stay behind the red line except for the players on the floor.
- When throwing a ball from the sideline the thrower must not take more than one step forward.
- Players on the floor are out when they fall, cross the red line, or push another player.

When the children are playing games in which there are lines or rows, they know that:

- All runners run in a counter-clockwise direction.
- Players may run up and down between the rows, but they may not cut through any row.
- Players on inactive teams must keep feet and legs in to prevent tripping the runners.
- Any player who falls is automatically out.
- Any player who pushes another player or slides back to place is also out.
- When sidelines are being used as boundaries the players must touch them with the foot.

In co-educational and free play activities:

- Players in the various activities must stay in their own playing areas.
- All games are assigned special spots on the floor.
- Any group that moves so far away from their own area that they interfere with

another group will be forced to sit in their places and watch the other players.

- Captains of the teams will be responsible for the conduct and safety of their teammates.
- Players may choose the activity they want to play, but they cannot move from one game to another until the instructor allows them to rotate en masse.

Although there are many rules and techniques we use in our Physical Fitness or Decathlon programs the ones that follow are the ones that we feel are the most important:

- Pupils must be taught to realize that fooling around has no place in the gymnasium and may often cause serious accidents.
- Leaders are chosen for each activity.
- Leaders are given special instruction regarding the importance of safety in the following events: Sit-Up, Dip, Chin, Dash and Broad Jump.
- The teacher supervises the High Jump event.
- Pupils should go around other activities instead of through them.
- All events are done in gym shoes.
- At chin and broad jump only one person at a time performs.
- Emphasize the importance of proper technique and its role in minimizing accidents and increasing ability.
- Each activity has an area on the floor assigned to it.

The accidents that happen on the playground are usually much more serious than those we have in the gym. Therefore, we must be more strict in our rules and organization in this phase of our program. One of the best safety factors we have is the careful marking of the field. Each diamond is laid out to provide the maximum amount of room for the older ball teams. Handicapped as we are by lack of room, however, outfielders from different teams frequently play side by side.

Our safety rules for the playground are:

- Players will always stay in whatever areas are designated to them.
- Use of hardballs is prohibited.
- All pupils will help to keep the playground free of debris, stones, and glass.
- All apparatus (swings and bars) are off limits during school hours. (The children may use them during the city recreation program after school hours and during summer.)

(Cont. on page 26)

They Play It Safely (Cont. from page 25)

- Children should not run and play with stray dogs who enter the playground.
- Anyone found climbing a fence will be taken out of the game.
- Any player who throws a bat is automatically out.
- Any member of the team at bat who steps out of the lined dugout automatically makes two outs for his team.
- When a ball flies over the fence into the street only the person chosen to will be allowed to leave the field to retrieve it.
- Once the final whistle blows there will be no more batting of the ball.
- All fly balls being caught will be "called for" by the player nearest the ball; other children will stay clear and allow him to make the catch.

In the course of a game there is a natural tendency to become a little more careless than usual. We find that when we continue to repeat the rules, play with the children and show them, by example, good safety practices, the

accident rate stays low. But the wise teacher will never allow his guard to be lowered. As soon as this happens the rate of incidence rises.

With three teachers on the field each period, it is a temptation to stand and talk. We have a standard rule that no more than two of us can stand together for over five minutes.

The value of safety education in schools has been proved. It has also been shown that a well-planned physical education program can reduce accidents. Since at least 50 per cent of the physical education accidents in the usual situation can be avoided,* the values from safety education would seem to be apparent. The safe conduct of physical education is also important to the teacher and coach on at least five different bases:

- It makes his work more efficient and his teams more successful.
- It is a timesaver; much time and energy can be lost in caring for the injured.
- It makes him less liable to suit because of negligence.

*According to School Health Problems, Chenocloth, L. B. and Selkirk, F. K., Appleton-Century-Crofts, Inc., N. Y., 1947, p. 329, Figure 10.)

Kindergarten Safety Lesson Stresses Transportation

November, 1955

Transportation

Language and Vocabulary

1. Cars
 - a. kinds: sedan, coupe, station wagon, etc.
 - b. parts: gas tank, headlight, brakes
2. Planes
 - a. kinds: passenger, freight, bombers
 - b. parts: wings, motor, instrument panel
3. Boats
 - a. kinds: rowboat, cruiser, canoe, freighter
 - b. parts: sail, deck, engine, port holes
4. Trains
 - a. kinds: passenger, freight
 - b. parts: locomotive, coach, observation car

Rhythms

- Autos
- Trains
- Boats
- Planes
- Busses
- Demonstrate correct way to enter and leave autos, trains, boats, planes, buses. Discuss safe way to ride in each of these conveyances.

Literature

- The Little Engine That Could—Piper
- Peter and the Whiffle Hound—Mattox
- The Velocipede—Bryant

Music

- An Automobile Has Two Big Eyes—I. Caesar
Automobile Ride
The Boat Song
The Airplane
- Musical Experiences

Work Period

1. Draw, paint, paste the different kinds of transportation
2. Set up a toy village with a street, vehicles, stores, doll-people, etc., and manipulate in a safe way.
3. Construct an auto showroom out of building blocks, put cars in.

Miscellaneous

- If possible, take children to visit and observe:
 - a. Fire station
 - b. Garage
 - c. Car Salesroom
 - d. A place where they can see boats.

Written by Juanita Bergum, kindergarten teacher on leave from the Detroit Board of Education, Detroit, Michigan.

NOVEMBER 1955

Lower Elementary

safety lesson



Sketch S-0504-4



Watchy says: Help each other for safety.

Open and close doors carefully.

- Tell what you do when you open doors carefully.
- What don't you do?



Watchy says: Be careful with scissors.

Tell what you do when you are careful with scissors.

What don't you do?



Keep the floor clear.

Keep chairs under desk or table.



Prepared by Leslie R. Silvernale, Associate Professor, Continuing Education, Michigan State University, East Lansing, Michigan, and Roland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.



Watchy says: Help others keep safe.
Look where you are going.



Help others keep safe.
Do not push.



Help others keep safe.
Wait your turn.

Some Things To Do

1. Dramatize other ways in which you can help each other for safety, in the school building and on the playground.
2. Write a story with pictures about a safety rule which helps us all to keep safe.

NOVEMBER 1955

Upper Elementary



safety lesson



Sketch S-0504-A

Safety at School

Draw a line through the incorrect words within the parentheses.

The Classroom

You should open doors (slowly, quickly) and close them carefully. Keep your fingers (away from, close to) the edge of the door. The aisles should be (clear, cluttered) for safe walking. Keep your feet (in the aisle, under the desk or table). Have (two, four) legs of your chair touching the floor when you are seated. When carrying a chair hold the (back, front) with (one, two) hands and carry the chair (in front, to one side) of you. When carrying a chair the legs should be pointed (up, down).



Sharp or Pointed Objects

Sharp or pointed objects should receive special care. You should (remain seated, walk around) while you use scissors, knives and other sharp tools. Scissors and other pointed objects should be carried with the sharp end pointing (down, up). Running with sharp objects is (safe, unsafe). When not in use scissors should be stored in a safe place with the points (exposed, not exposed). When handing scissors to someone you should extend the (handles, points) toward the other person. (You, the teacher) should use the paper cutter.

The Gymnasium

You should wear (rubber-soled, leather-soled) shoes in the gymnasium. Mats (should, should not) be used for stunts for protection where a fall may occur. You (should, should not) carry pens, pencils, or sharp objects in your clothing while in gym class. You should attempt to do stunts only (before, after) proper instruction.



Prepared by Leslie R. Silvernale, Associate Professor, Continuing Education, Michigan State University, East Lansing, Michigan, and Roland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Corridors

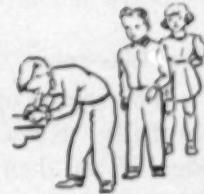
You should always (run, walk) and keep to the (right, left) in the corridor. To keep from bumping into other persons you should look (ahead, to the right). If you keep your hands (out in front of you, to your sides) you are not likely to interfere with other children in passing.

Stairways

You should (walk, run) up and down stairs (two steps, one step) at a time. If you need to steady yourself hold on to (the railing, someone else). Go up and down stairs (two or three abreast, single file). (Look ahead, to the side) so you can watch your step on the stairs.

Drinking Fountains

You should (stand in a group, wait in line) at the drinking fountain. Your mouth (should, should not) touch the bubbler. If water is spilled on the floor it should be wiped up (right away, after school). It is (very dangerous, not dangerous) to push a person drinking at the fountain.



The Lunchroom

In the lunchroom you should carry your plate or tray with (one hand, both hands). If food is dropped on the floor it should be cleaned up (right away, after lunch). Broken glass should be picked up (by hand, with a broom and dustpan).

The Playground

On the playground children should (look ahead, look to the left) when running. Groups playing games should choose places (close to each other, a distance apart). Bicycles should (not be ridden, be ridden slowly) on the playground. If you see something that has been dropped on the playground which might cause someone to trip you should (see that it is picked up, stay away from it).



Some Things To Do

1. Set up a rotating class committee system for taking care of housekeeping in the classroom. Have rotating committees responsible for play equipment and playground activities.
2. Have the class develop safety rules for the various parts and activities of the school building and grounds.
3. Prepare a school safety dramatization to be presented to the children of the lower elementary grades.

NOVEMBER 1955

Junior High School

SAFETY LESSON



Sketch S-0505-A

FIREARMS

This Is The Month!

More people are killed in November through firearms accidents than in any other month of the year. In recent years about 2,300 people were killed annually as a result of carelessness with firearms, more than 300 in November alone. One of the main reasons for such carelessness is ignorance. As you read this, you may be saying, "That's true, but I know quite a bit about guns, ammunition, and gun safety." Are you sure? See how well you can do on the following test.

Aim Your Knowledge



Underline the correct answer:

1. True automatics are (legal) (illegal) hunting weapons in any state.
2. The law prohibiting more than two shells in the magazine of a shotgun for duck hunting is a (state) (federal) regulation.
3. Shotgun pellets travel about (600) (1100) feet per second and have a range of about (300) (800) yards.
4. A rifle bullet may travel (1000) (3000) feet per second and have a range of (3000) (6000) feet.

Complete the following:

5. The purpose of the rifling in a .22 caliber rifle is _____.
6. A definition of "caliber" is _____.
7. The size or "gauge" of a shotgun refers to the original system of _____.
8. Deer hunters should be careful not to wear anything white because _____.

Mark "true" or "false":

9. It is impossible to explode a .22 caliber bullet by striking it with a stone. _____
10. Heat can cause a shotgun shell to explode. _____
11. It is not safe to carry ammunition other than the correct size for the gun they are using. _____
12. Water will always "absorb" a bullet and it is therefore safe to shoot a .22 caliber rifle at objects on a lake. _____

How Successful Were You?

Did you answer the preceding questions correctly and rapidly or did you experience



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difficulty? Perhaps it might be well to try these questions on your dad or other members of your family. Let's try to increase our knowledge of firearms safety by discussing these questions at home as well as in class.

Answers: 1—illegal; 2—federal; 3—1100 and 300; 4—3000 and 6000; 5—to keep the bullet point first and to increase accuracy and range; 6—the diameter of the bore; 7—weighing single balls of lead that would fit the shotgun bore. For example, a 12 gauge shotgun is one taking a lead ball of such diameter that 12 of them would weigh a pound. 8—it might be mistaken for the white tail of a deer; 9—false; 10—true; 11—true; 12—false.

Can You Find the Errors?

In the following episodes find the safety error and write it in the blank provided. Tell *why* it is a safety error.

1. John filed the mechanism of his .22 caliber rifle until he had a hair trigger for quick shooting. He was always careful to keep the safety on while walking through the woods.

2. Mary and Bill went hunting together. Bill showed off by shooting at everything in sight. He violated many safety rules. Mary warned Bill to practice safety. Bill laughed at Mary and told her not to be a killjoy. They continued to hunt together.

3. After coming in from hunting in a drenching rain, Tom and Jim hung their ammunition vests by the fireplace to dry out. They placed their loaded guns in the corner until they had time to get on dry clothes.

4. Jane and Ruth were squirrel hunting and came to a wooded area with many nut trees. Jane whispered to Ruth to release the safety on her rifle because they might see something soon.

5. Joe and his dad were walking across a snow covered field. Joe carried his gun with the muzzle pointed downwards.

6. Mary, Tim, and Jack were loading the car for a day's hunting. Tim told the others to load their guns but to leave the safeties on because they might see some game on the way to the hunting area.

7. When Bob's dad was making a gun rack, Bob asked him to provide an extra place for his BB gun. Bob's dad laughed and said that it wasn't necessary to hang up a BB gun.



8. Steve and Mike were hunting rabbits in an open field. Suddenly Steve spied a rabbit sitting quietly in front of a stone wall. Steve aimed his rifle and fired.

9. Ann and Marie were rowing across a lake to their camp when they spied a snake swimming between them and the camp. Ann picked up a rifle and shot at the snake.

Answers: 1—Habit-triggered reflexes can trigger a rifle without notice. 2—Nuts have oil in them. 3—A BB gun should be cleaned after each use. 4—It is illegal to shoot birds or game in a field. 5—A gun should never be left unattended, even if it is set down in a safe place. 6—Never leave a gun unattended, even if it is set down in a safe place. 7—A gun should never be left unattended, even if it is set down in a safe place. 8—Ammunition cases should never be left unattended, even if they are empty and when placed in a safe place. 9—Bullets will bounce off water.

NOVEMBER 1955



Senior High School

SAFETY LESSON



Sketch S-6503-A

FIREARMS



Safety Education Pays!

Each year about 2,300 people are killed through firearms accidents. Improper use of gun handling, poor safety attitudes, and carelessness are major causes of these accidents. One of the best ways to reduce the number of gun accidents is to make sure that the man (or girl) behind the gun has been properly trained in the basic principles of safe gun handling. Experience indicates that such training prevents accidents. For example, in its eighty-two years of existence, the National Rifle Association has not had a single fatality on its ranges. During the past thirty years more than two million young people have participated in the National Rifle Association's junior program with only two minor accidents on record. Instruction in the rules of safety has invariably preceded instruction in the rules of shooting. Safety education pays!

State Laws and Safety

In New York State, a law was adopted in 1949 to the effect that every prospective young hunter must present a certificate that he has satisfactorily completed a course of instruction in the elements of safe firearms handling before he can obtain his first hunting license.

In 1953 a law quite similar to the above was adopted in California.

New Hampshire enacted a law authorizing any school district within the state to offer courses in the principles of firearms safety and operation, the game laws, and good hunting practices and to appropriate funds in support thereof.

Questions for Class Discussion

Divide the class into five groups and spend a day or two in thinking through and getting data on the following questions. After preparation, have each group lead a class discussion on each question for a full period. Mimeograph the main principles of each discussion and make them available for distribution to other classes. Also, write a newspaper article on the discussion for publication.

1. What laws or regulations are there in your community in regard to the purchase and use of firearms? Should there be stricter regulations?
2. Should a girl have a thorough knowledge of firearms? What responsibility may she have, later in life, for supervising the storage of firearms?
3. What are the effective ranges of the most commonly used guns?
4. What provisions should be made at home for the safe storage of guns and ammunition?
5. What are some of the ways we can impress people with the necessity for safe practices in gun handling?



Prepared by Dr. Vincent McGuire, Associate Professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago II, Illinois. One to 9 copies of this unit, 6 cents each. Lesser prices for larger quantities. Printed in the U.S.A.

Would You Know What To Do?

Complete each statement by describing the safe practice.

1. You are target shooting and have just loaded your gun, aimed, and pulled the trigger. The gun fails to fire. You should _____

2. You are hunting quail and come to a barbed wire fence which you want to cross. You should _____

3. You are loading your gun and the bullet sticks and won't go in the chamber. You should _____

4. You are deer hunting and have just seen a deer run out of sight behind a small bush in an open field. You should _____



5. You have been invited to go on a hunting party but have no gun. A friend offers to let you use his extra gun. You should _____

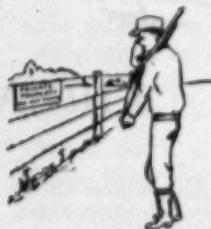
6. You are going through the woods to a lake to hunt ducks when a friend tells you that several deer are in the vicinity. Not having any buckshot, you ask your friend for some. He gives you some No. 5 shot shells which have been cut almost all the way around just below the top of the shell. He says the shells will have more "punch." You should _____

7. You are preparing to do some target practice. You get your gun down from the rack where it has been all

summer. Before you do anything else, you should _____

8. You are duck hunting but not having any luck because the ducks are flying too high. Your companion offers you some far-reaching magnum shells for your 12 gauge gun. You should _____

9. If you trip and fall while hunting, upon getting up you should _____



10. If your hunting companion insists on taking a drink of whiskey every so often you should _____

11. Before hunting on a farmer's property you should _____

12. Even though you're extremely tired after a day's hunting, when you get home you should take your gun and ammunition and _____

Answers: 1—Hold the gun "on target," for as soon as seconds and then lower the gun slowly pointing it in a safe direction. The cartridge may be operate. 2—Break the gun and then lower the gun slowly pointing it in a safe direction. 3—Remove cartridge from gun and then lower the gun slowly pointing it in a safe direction. 4—Hold your finger until you can feel warmth in a safe place. 5—Ask him to show you how it operates. 6—Never use barrels that have been painted or varnished. 7—Check the mechanism and barrel to see if they are free from dirt and obstructions. 8—Never use barrels that have been painted or varnished. 9—Always use a magazine and barrel to see if they are free from dirt and obstructions. 10—Ask him to show you how it operates. 11—Ask him to show you how it operates. 12—Put the gun in a rack and the gun and other tools. 13—Ask the gun owner to loan him—don't buy tools who violates gun and assumes the mechanism and barrel to modern manufacture in an old gun. 14—Break the gun barrel might explode. 15—Always wear the gun when you have a magazine and other tools. 16—Hold your finger until you can feel warmth in a safe place. 17—Put the gun in a rack and the gun and other tools. 18—Ask the gun owner to loan him—don't buy tools who violates gun and assumes the mechanism and barrel to modern manufacture in an old gun. 19—Break the gun barrel might explode. 20—Break the gun and then lower the gun slowly pointing it in a safe direction. 21—Break the gun and then lower the gun slowly pointing it in a safe direction. 22—Break the gun and then lower the gun slowly pointing it in a safe direction. 23—Break the gun and then lower the gun slowly pointing it in a safe direction. 24—Break the gun and then lower the gun slowly pointing it in a safe direction. 25—Break the gun and then lower the gun slowly pointing it in a safe direction. 26—Break the gun and then lower the gun slowly pointing it in a safe direction. 27—Break the gun and then lower the gun slowly pointing it in a safe direction. 28—Break the gun and then lower the gun slowly pointing it in a safe direction. 29—Break the gun and then lower the gun slowly pointing it in a safe direction. 30—Break the gun and then lower the gun slowly pointing it in a safe direction.

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BULL



Chicago teen-agers will get safe driving information along with their favorite band music on "Bandstand Matinee," WGN-TV show for teen-agers. Shows at the kick-off of the show's safety features are, from left: James E. Bulger, Chicago Motor Club; Cindy Sullivan; General George C. Stewart, NSC general manager; Edward L. Cleary, Chicago Automobile Trade Association; Jim Lounsbury, WGN-TV; Joseph J. Cavanagh, Chicago Motor Club; Charles F. Carpenter, Illinois Secretary of State; Frank P. Schreiber, WGN; and Bob Swanson.

ten states get DE awards . . .

Ten states, led by Minnesota, have been selected to receive the nation's top awards for the extent and quality of their driver education programs conducted during the 1954-55 school year. The selections were made by 12 educational and traffic safety leaders comprising the board of judges of the Eighth Annual National High School Driver Education Award Program.

After examining reports from all 48 states and the District of Columbia, the judges selected Minnesota and Massachusetts to receive top-ranking Awards of Excellence. Awards of Honor were earned by California, Delaware, New York, Oklahoma and Vermont, while three states, Arizona, New Jersey and Pennsylvania qualified for Awards of Merit.

In addition, special Honorable Mention Awards were authorized for the states of Connecticut, Kansas, New Mexico and Ohio, Special Progress Awards for public schools in Colorado, Mississippi, Montana and Washington, and Special Citations for Driver Education Attainment to private and parochial schools in Delaware, New Hampshire, North Dakota, Oklahoma and Vermont.

The awards program is sponsored by the accident prevention department of the Association of Casualty and Surety Companies. Some of the criteria used in evaluating the state programs were: percentage of eligible students enrolled in driver courses, number of hours of behind-the-wheel practice driving, percent of high schools where driver education is taught.

health, safety workshop held in Minnesota

Some 72 principals, classroom teachers and nurses from Minnesota elementary schools met for a one-week workshop on school health and safety at Camp Lake Hubert, Brainerd, Minnesota, August 22-26.

Sponsored by the Minnesota Tuberculosis and Health Association and the Minnesota Departments of Education and Health, the workshop participants were divided into five groups according to age-level interest. Following a day's orientation in group work procedure, each group spent a day on each of five general topics relating to health and safety.

Consultants in the safety area were A. B. Rosenfield, M.D., chief, section on maternal and child health, Minnesota department of health; and Vivian Weedon, curriculum consultant for the National Safety Council. Joseph G. Neal, supervisor of health, physical education, safety and recreation, Minnesota department of education, was workshop director.

cheery words to college parents . . .

Words of cheer along with practical advice on safety to parents whose offspring were going away to college for the first time were offered last fall by the Greater New York Safety Council.

Advice designed to make parents more comfortable was given by Mrs. Marjorie B. May, director of home safety. She suggested:

1. Making the furnishings in the student's room as fire resistive as possible, including metal wastebaskets and large ash tray.
2. Being sure these young adults know how to use and store properly all their electrical equipment.
3. Making sure all rugs have non-skid material under them and there is a rubber mat for the bottom of the bathtub or shower.
4. Providing a flashlight for emergency use.

ETI WORKSHOPS AND AWARDS

5. Casually pointing out the nearest fire exit to the room and discussing the next best means of egress if that route is cut off.

Stack receives Williams Award . . .

Dr. Herbert J. Stack, director of the Center for Safety Education at New York University for the last 17 years, has received the 1955 Arthur Williams Memorial Award for outstanding contributions to the national safety movement.

The award, a gold watch and citation, is presented by the American Museum of Safety. It was given to him on September 15 at the Harriman Railroad Dinner in New York City.

Dr. Stack is a member of the board of directors of the National Safety Council and in-

coming chairman of the driver education section. He has been active in the School and College Division for the past 25 years.

The Center for Safety Education has provided safety training for more than 13,000 teachers, police officers, engineers, Army and Air Force officers and traffic supervisors. It offers both degree and non-degree courses in traffic and industrial safety and research.

Georgia youth becomes expert driver

An Atlanta teen-ager, George Mittendorf, starred recently in three safe-driving films for Coronet Instructional Films, Inc. There he entered the Teen Age Roadeo safe driving contest and won the state championship of Georgia. Not satisfied with that, he went on to the National Roadeo in Washington, D. C., and placed third.

George was awarded two \$500 scholarships for his performances in the state and national contests.

A graduate of a school driver education class, George said acting in the safe driving film "forced me to think out details of safe driving I hadn't given much thought to before. If the slightest detail wasn't right, we'd have to do a retake."

One of the things he learned was that, although in Georgia a yellow line signifies "No Passing," in many other states this caution is indicated by a double white line. This helped him in the National Roadeo competition when he was tested for safety in passing.

At 17 George is such a practiced driver that the Georgia Motor Club now refers drivers to him for special training.

Arthur Stenius dies . . .

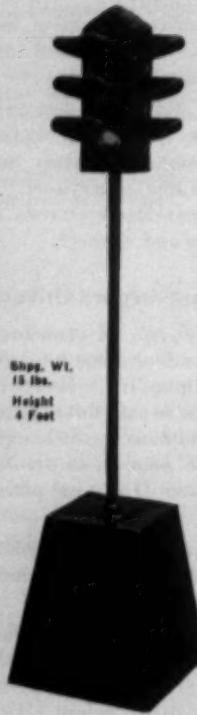
Arthur C. Stenius, director of Wayne University's audio-visual materials consultation bureau, has died in Detroit, Michigan. Mr. Stenius formerly was director of safety and audio-visual education for Detroit public schools.



Fort Wayne, Indiana, residents were shocked recently by a sudden upsurge in child accidents caused when children ran into the street from behind parked cars, rode bicycles carelessly, and violated other basic safety rules they had been taught in school as well as at home. The cartoon above, by William Sandeson of the Fort Wayne News-Sentinel, was part of a campaign directed at the children.

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every child a lighthouse . . .

Reflectorized clothing, which glows brilliantly in the dark when struck by bright, direct light promises to be a new child-saver, headlined at article appearing in the September issue of Woman's Day, national magazine published by the Atlantic and Pacific company.

The new clothing, made with a unique reflective fabric, can "alert drivers to the presence of grown-ups or children going to or from choir practice, PTA gatherings, bus stops, Scout meetings or games on dim streets or pitch-black roads."

The garments look no different from any other clothing in daylight, were tested for the safety claims of their manufacturer by New York University's Center for Safety Education. Results indicate that pedestrians wearing this type of clothing will be relatively free from accidents caused by poor visibility.

"driving school" goes on tv . . .

An attempt to bring driver education into the home by means of television has been started by KCTS-TV, Seattle, Washington. The program, a half hour in length, is designed to in-

Planning for Safety (*Cont. from page 6*)

a definite period. Eye shields on grinders are a part of the period-by-period check-up.

Maintenance. Keeping in use a machine that is constantly getting out of order, or allowing machines to stay out of order for extended periods of time, encourages a negative, careless attitude toward the entire shop program. A regular maintenance program designed to prevent breakdowns and make repairs quickly, if they do occur, is highly desirable. Equipment that requires constant follow-up is replaced. Equipment that is out of order is marked as such and locked so it cannot be used.

Another phase of maintenance which has a lot to do with planning for safety, is keeping up appearances. A clean and attractive shop appeals to the more constructive side of human nature and encourages students to be more careful and orderly. With the guidance and cooperative planning of instructors, students and shop foremen were given the responsibility of a major portion of the original painting of floors and equipment, the development of tool panels, and setting up the personnel organizations. They were made to feel that the shops were theirs. With this as a precedent succeeding groups, always finding the shops in top condition, are challenged to keep them that way.



Sheer frustration is shown on NBC-TV comic Pinky Lee's face as he sees a group of children riding bikes into the street from between parked cars. This scene is from a Viewmaster reel for children.

struct and inform the public on basic fundamentals of automobile operation, including actual driving instruction. Besides driving lessons, typical driving problems and their solutions will be shown, and responsible authorities will comment on these driving problems.

"Driving School" will run for ten weeks. Governor Arthur B. Langlie, Congressmen Thomas Pelly and Don Magnuson and Professor Amos E. Neyhart, AAA driver education consultant, appeared on the first program August 29.

They Teach Traffic Safety

(Cont. from page 7)

pedestrians in American traffic," Reardon states. "These people present a challenge to all of us in the highway accident prevention field. It is hard to reach them, yet we must reach them in order to save needless suffering and possible loss of life."

The foreign language cards are just part of an educational program carried on by the Massachusetts Registry of Motor Vehicles, a program that encompasses children throughout the whole state.

Under the direction of Rudolph H. King, Registrar, the department has a Safety Education division with ten specially trained motor vehicle inspectors, permanently assigned to instruct children from kindergarten through high school in traffic safety. They always work in uniform, present three to four programs a day in the schools of Massachusetts. Each man is equipped with a 16mm sound projector, a portable screen and a library of the latest sound motion pictures available for safety education instruction. They also use demonstrations, sound slidefilms, posters and other visual aids.

HOW TO ORGANIZE A JUNIOR AIR RIFLE CLUB...

The Safety Council of Omaha Nebraska has received national recognition for its organization and supervision of a city-wide air rifle club program. Our new 16-page brochure pictures its activities. Learn how your Council can start a BB gun program of proven safety-benefit to community, parents, children—using the junior 15-foot (range) spring-type air rifle marksmanship program approved by the National Rifle Association. Send for free copy.

(Left) Stephen Wages, 6, member of some Omaha Club, poses with his Daisy. Note NRA target on cartoon backstop.



Girls of Hickory Street Air Rifle Club (Omaha, Nebraska) seem to enjoy air riflery as much as boys. Miss Julie Buresh (center) has already won most of the junior NRA awards for air rifles.



SAFEST TRAINING GUNS Of Their Kind BECAUSE: A Daisy is not a pneumatic or compressed air gun. It can't be "pumped up" to increase power. It is a low "factory-limited" power short range spring-type air rifle—safely used by millions since 1888.

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New "BB Club" sound-color movie "On Target for Safety" now available from Omaha Safety Council, 511 S. 7th St., Omaha 2, Nebraska. Write direct.

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Send 16-page Brochure. I enclose 10c to help cover postage and handling.

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TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. **Alarm System Protects Against Vandals:** Literature describes an alarm system, an effective protection to warn of vandalism or burglary. The system operates by plugging into any regular electrical outlet. The system is tamper-proof and U.L. approved. Walter Kidde & Co., Inc.
2. **C-3 Series Dodge Buses:** The entirely new line of Dodge chassis for school buses is available in nine new sizes ranging from 30 to 60 pupil capacities. Literature tells how the new C-3 Series feature increased safety, operating economy, dependability and lengthened vehicle life. Dodge Division, Chrysler Motors.
3. **Planning Manual, Section 5-A:** 48-page planning manual with 19 plans showing the latest and most modern layouts for science laboratories in secondary schools and junior colleges. Roughing-in layouts for services and dimensional elevation drawings of equipment are also included. Keweenaw Mfg. Co.
4. **School Furniture:** Catalog describes a complete range of versatile, practical, well-made seating for all classroom and auditorium requirements. Irwin Seating Co.
5. **Exit Devices:** Catalog of self-releasing fire and panic exit devices that give the utmost in safe, sure exit, with quick, smooth operation. The precision forgings add beauty, character and distinction to doors. Vonnegut Hardware Co.
6. **Athlete's Foot Preventive:** Bulletin describes a sponge rubber foot mat and solution that steps up resistance of the feet, making the skin unsuitable for the growth of athlete's foot fungus. Onox, Inc.

SAFETY EDUCATION

NOVEMBER 1955

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Views AND REVIEWS

*** SAFETY TEACHING AIDS

New Editions

A Child Development Point of View, James L. Hymes. Prentice-Hall, New York, 1955. 145 pp.

Does your educational faith need lifting? If so, beg, borrow, steal, or if the summer has left you \$3.00, buy a copy of this book. In clear, simple language, Dr. Hymes outlines child development even as you or I would if we had the skill.

Is there anything about safety in it? Depending on your point of view, there is one sentence (a reference to safety patrols), or 145 pages. Safety is something to be taught by the child development point of view, and every word Dr. Hymes writes is adaptable to safety, for socially valuable activities as in any other area. In addition, he makes a very strong point under the heading: Children must like themselves. No safety educator can read this chapter without thinking of a multitude of worthwhile contributions which boys and girls of every age can make toward greater safety in home, school and community.

Vivian Weedon, NSC Curriculum Consultant

New Films

Go Safely Series (35mm silent slidefilm) color. Production date, 1955.

Three filmstrips covering bicycle, home and school safety produced by the Society of Visual Education. These films are for elementary school children and stress attitude primarily, although much specific information on safety is also given. The titles are *Be A Better Pedal Pusher*, *Happy Hollow Makes The Honor Roll*, and *Safe Home—Safe Living*.

The filmstrips are available for purchase individually or as a set from the Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago 14, Illinois.

Safety in the Community (35 mm silent slidefilm) color. 47 frames. Production date, 1954. Shows how the many government agencies and private organizations work to promote safety in the community. Specifically, it shows operations of the fire department, Forest Service, and such private organizations as the Boy Scouts. Examples include fire safety, safety on streets and highways, railroad safety, aviation safety, safety at sea, and industrial safety. For elementary school levels. Source and availability basis: Young America Films, Inc., 18 E. 41st Street, New York 17, N. Y.—purchase.



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When the gun failed, they used a tablespoon



HE LEARNED acting the hard way, barnstorming frontier towns (Chicago, pop. 2,000), traveling by barge and stagecoach, playing in sheds, courthouses, taverns,

One night in Houston, a Texan even suggested the troupe tour through Indian country, carrying their stage weapons for protection. Joe Jefferson declined. He later said he had shivered when he imagined himself facing a hostile Indian and armed only with a stage pistol whose tendency to misfire had several times "compelled our heavy villain to commit suicide with a tablespoon."

By the 1860's, Jefferson was America's favorite actor. When he played his famous Rip Van Winkle (see picture), "one-night" towns declared a "Jefferson Holiday." Business stopped, schools closed, so that everyone would get a chance to see him act.

They loved Joe Jefferson everywhere for his genius at making people happy. And his sunny outlook still sparkles in the spirit of America. Like Joe Jefferson, Americans still know how to travel a hard road to reach their goals, how to smile when the going's roughest.

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THE 'S OF SAFETY

Here are two aids that will simplify the job of teaching the A B C's of safety—Lesson Units and Safety Education Posters. Tying together a common theme on a timely subject, they create an effective safety teaching program each month, September through May.

LESSON UNITS . . . Here is factual information, suggested student activities, interesting quizzes and tests designed so they can be used as pupil worksheets. Prepared for four grade levels—Lower Elementary (1 to 3), Upper Elementary (4 to 6), Junior High (7 to 9) and Senior High (10 to 12). Lesson Units for Junior and Senior High also include safety projects for correlation with various courses.

QUANTITY PRICES	1 to 9 copies	10 to 99 copies	100 to 999 copies	1000 or more copies
Subscription, 9 issues, ea.....	\$.48	\$.16	\$.12	\$.096
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POSTERS . . . While the Lesson Units are used as teaching aids, the colorful, eye-catching Safety education Posters will keep reminding the students of the lesson they learned for the remainder of the month. Two 8½ x 11½", 2-color posters are issued each month, one for elementary schools, the other for secondary schools.

QUANTITY PRICES	1 to 9 copies	10 to 99 copies	100 to 999 copies	1000 or more copies
Subscription, 9 issues, ea.....	\$.70	\$.40	\$.37	\$.26
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